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ABSTRACT

This guide is designed to promote and assist in the integration of the civics curriculum, required for immigrant legalization, into the English-as-a-Second-Language (ESL) curriculum through both curriculum development and program planning. The guide has two major parts. The first part is a listing, in a suggested sequence, of civics/ESL competencies appropriate to each of three language proficiency levels: beginning 1, beginning 2/3, and intermediate. The civics content is not limited to facts presented in the federal text, but includes information and activities enabling students to complete the legalization process, access services, exercise rights and responsibilities, and interact successfully with members of the larger community. The sequence of competencies is based on the degree of English fluency needed and the student's need to learn about personal and related civic processes, organizations, and events. Part two consists of sample lesson plans providing examples of a variety of instructional strategies in a sequenced lesson integrating language structures and civics content. Suggested instructional approaches for both the integrated ESL/civics content and the lesson plans are also outlined. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ESL/CIVICS INTEGRATION

A Guide for Curriculum Development and Lesson Planning

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FOREWORD

It is the belief of the Task Force which created this guide and of the Amnesty Education Office that all ESL students need to be informed of important civic services, rights and responsibilities in order to function successfully in a country very different from their own with a language also different from their first language.

Early visits to Amnesty Education classrooms found teachers requesting assistance in finding appropriate resources and guidance for integrating civics into the ESL curriculum — especially at the beginning levels of English. This guide, therefore, was written for all ESL teachers with special emphasis given to those who teach the beginning levels of English.

As a result of this request by teachers, a task force of ESL and civics experts from across the state was assembled to recommend civics competencies that were appropriate for various ESL levels. Further, within each level a sequence has been suggested for presenting those competencies. Selected lesson plans are also included.

It is the sincere hope of the Amnesty Education Office that teachers and other agency staff will find this guide useful.

Richard L. Stiles
Manager, Amnesty Education Office
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PARTS OF THE GUIDE

There are two major divisions of this guide. Part I is a listing in a suggested sequence of civics/ESL competencies appropriate to each of three language levels: Beginning 1, Beginning 2/3 and Intermediate. Part II consists of sample lesson plans that provide examples of a variety of instructional strategies in a sequenced lesson which integrates language structures and civics content.

Civics Content

The Immigration and Naturalization Service (INS) does not require that the civics component in an approved ESL/civics class consist only of the facts presented in the federal text. INS officials have repeatedly stressed that they find an emphasis on "life skills" that incorporates basic information about the U.S. as the most appropriate approach for the beginning levels.

Civics in this guide, therefore, refers to any information or activity that enables students to complete the legalization process, access services, exercise rights and responsibilities, and interact successfully with members of the larger community.

Color-Coded Levels

For quick reference, the level in the Scope and Sequence section is in the same color as the sample lesson plans for that level. For example, the first level (Beginning 1) is beige. In Part II of the guide, the sample lessons for that level are also in beige. Beginning 2/3 level is yellow and Intermediate level is green.

All handout masters and transparency masters are printed on white to facilitate their duplication.

Part I: Scope and Sequence

The Scope and Sequence section of the guide consists of three ESL levels:

- Beginning 1: (Orientation, SPL 1, ESL 50, Literacy Level, CASAS A-1, or 1-A in some agencies)
- Beginning 2/3: (SPL 2/3, ESL 100/200, CASAS A-2/A-3, or 1-B/2-B in some agencies)
- Intermediate: (SPL 4/5, ESL 200/300, CASAS B-4, or 3-B/4-B in some agencies)

Each level is arranged in a suggested sequence of competencies that teachers might want to follow. That sequence is based on two elements: 1) the degree of English fluency needed and 2) the need of the student to learn about personal and related civic processes, organizations, and events.

Further, to make the guide more broadly applicable, each competency is coded to the CASAS competencies so that teachers familiar with that system can more readily access materials from the CASAS Matrix or cross-reference CASAS tests. Each ESL level is color-coded as explained above.

Part II: Sample Lesson Plans

Because of the expressed need by many ESL teachers for understanding how civics content could be integrated into ESL lessons, a number of competencies and levels were selected to illustrate how this integration might take place.

A chart (Figure 1) of these lessons appears at the beginning of the Lesson Plan section. It can be seen on this chart that some of the lessons are designed to show how one topic/competency might be taught at different language levels by increasing the breadth and depth of content and of structures.

Other lessons illustrate commonly needed plans (such as holidays) that may not fit in a given sequence but are tied to the dates of specific events.

By reviewing the chart, teachers can determine which lessons are most useful to them. Most importantly, however, the lessons can serve as models for teachers to use in designing their own lesson plans.

HOW TO USE THE GUIDE

Integrating Civics with ESL

As noted in the Foreword, it is important for **all** ESL students to be able to understand and use their rights and responsibilities and to avail themselves of civic services to which they are entitled.

There are several ways to integrate successfully language skills and civics content. The enclosed lesson plans were designed to provide examples of that integration.

Some plans have built in the civics content as an integral part of learning and practicing English structures. For example, see Beginning, Level V, Community Services and Government. Other lessons, where such blending becomes artificial, have focused on the civics content but still provide for the reinforcement and practice of English language skills.

We hope the sample lessons herein will serve as models for effective and appropriate integration of ESL and civics.

Using the ESL/Civics Integrated Sequence (Part I)

There are many ways the teacher can use the sequence of competencies. Three possible approaches are suggested.

- One approach is to follow the sequence as it is listed. That is, depending on the level taught, the teacher turns to that level in the sequence and begins teaching the competencies in the order they appear. For example, if teaching Beginning Level 1, the teacher starts with teaching students to introduce themselves and proceeds through the competencies as far as the timeframe of the class allows.

- A second approach is to turn to the appropriate level of the sequence, select key competencies and then prioritize those competencies based on the needs, language abilities, and educational backgrounds of students. For example, if the class is a Beginning 2/3 (high beginning), competencies are selected from various units throughout that level (Personal Identification/Geography; Time/Time-line; Money/Jefferson...) in whichever order is most appropriate for the class.

- A third approach is to use the Integrated Sequence section as a reference guide. In this approach the teacher compares the competencies in the existing curriculum plan with those in the sequence and adds or deletes as needed to revise the existing curriculum plan.

In any case, the teacher first determines if students have already achieved the competency selected (pre-testing) and then proceeds accordingly — moving on to the next competency when that one has been attained (post-testing).

Using the Lesson Plans (Part II)

There are many possible uses of the 10 lesson plans included in this part of the guide. For example, they can be used:

- as guides for teachers to create new lesson plans

- as materials for resource teachers and coordinators to provide staff development for their teachers

- as an illustration of how one competency/topic can be targeted at several levels

- as a guide in curriculum development workshops where a selected group has been designated to create new lesson plans

- as a model for teachers and administrators to illustrate:

  - the integration of ESL and Civics

  - the appropriate steps of a lesson including warm-up, presentation, practice, application, and evaluation of learning

  - a variety of teaching techniques to accommodate different learning styles

  - how to use a variety of resources including teacher-made and commercially published materials at appropriate levels including the new INS texts:

    Of the People (U.S. History)

    By the People, For the People (U.S. Government and Citizenship)

Bold face type indicates language spoken by teacher.
Anticipated student responses are in quotations.
All caps indicate material to be read by the student.

ESL/CIVICS INTEGRATED SEQUENCE

LEVEL: BEGINNING 1

(Designed for students who function minimally, if at all, in English. Students have minimal, if any, ability to read English or native language. Agencies may designate this level as CASAS A-1, SPL 1, Orientation, Pre-Literate, Literacy, ESL 50, or 1-A in some agencies.)

UNIT I: PERSONAL IDENTIFICATION AND SOCIAL LANGUAGE

	Suggested Competencies	CASAS Competency Numbers
1.	Introduce oneself. ("I'm Ann.")	0.1.3
2.	Give and respond to simple greetings and farewells. ("Hello. How are you?" "Fine. See you later.")	0.1.3
3.	Use and respond to polite expressions. ("Thank you." "You're welcome.")	0.1.3
4.	Excuse oneself politely. ("I'm sorry.")	0.1.3, 0.1.4
5.	State weather conditions. ("It's cold.")	0.1.3
6.	Express lack of understanding. ("Excuse me?" "Pardon me?")	0.3.1
7.	Ask someone to repeat/speak slowly.	0.3.1
8.	Repeat something when asked to do so.	0.3.1
9.	Identify and present personal I.D. document on request (drivers license, school I.D., I-688).	0.2.1
10.	Identify self (first/last name, address, telephone #, birthdate, birthplace, age, marital status, and occupation).	0.2.1
11.	Spell own name and address.	0.2.1
12.	Identify and locate own state on a U.S. map.	1.1.3, 5.7.3
13.	Identify the number of states in the U.S.	1.1.3, 5.7.3
14.	Indicate which of own names are first, last, and middle.	0.2.1, 0.3.1, 4.1.2

15.	Copy basic personal information (name, Social Security No., age, sex, address) on a variety of simplified forms.	4.1.2
16.	Recognize the word *signature* and sign own name (practice on sign-in sheet).	4.1.2, 5.3.6
17.	Identify immediate family members.	0.2.1
18.	State an inability or limited ability to speak English. ("I don't speak English.")	0.3.1
19.	State ability to speak a language other than English. ("I speak Spanish.")	0.3.1

UNIT II: TIME

	Suggested Competencies	CASAS Competency Numbers
1.	Identify parts of the day (morning, afternoon, evening, night).	2.3.0, 2.3.1
2.	Read clock time on the hour and half-hour and write digital time.	2.3.1
3.	Read the days of the week and months of the year on a calendar.	2.3.2
4.	Ask and answer basic questions about time - such as days, current month, current year, yesterday/today/tomorrow. ("What month is it?" "February.")	2.3.0, 2.3.2
5.	Identify a specific date on the calendar (may be a holiday). (Note: If a historic holiday, teach information about it and relate to similar holidays in own countries.)	2.3.0, 2.3.2, 2.8.2
6.	Read dates when expressed in numbers (5/10/82); read months when expressed in words (May 10, 1982).	2.3.2

UNIT III: MONEY

	Suggested Competencies	CASAS Competency Numbers
1.	Identify coins and bills by name and value (a dime = 10 cents).	1.1.0, 1.1.6
2.	Identify George Washington's picture on a quarter and on a dollar bill.	1.1.0, 1.1.6, 5.2.1

3.	Identify George Washington as the first president of the U.S.	5.2.1
4.	Identify Abraham Lincoln's picture on a penny and on a five dollar bill.	1.1.0, 1.1.6, 5.2.1
5.	Identify Abraham Lincoln as the 16th president of the U.S.	5.2.1
6.	Use money correctly to pay the total amount requested and count the change received.	1.1.0, 1.1.6
7.	Identify checks and money orders.	1.8.0, 1.8.1, 1.8.2
8.	Provide proper ID upon request to cash a check or money order. **(May I see some identification?)**	1.8.0, 1.8.1, 1.8.2
9.	Endorse a check.	1.8.0, 1.8.1, 1.8.2

UNIT IV: DIRECTIONS AND TRANSPORTATION

	Suggested Competencies	CASAS Competency Numbers
1.	Follow simple classroom instructions **(Come to the board. Write your name on the top.)**	0.1.5
2.	Ask for directions. ("Where's the ___?")	2.2.1
3.	Ask for location of common places within a building. ("Where's the bathroom? telephone? Room #35?")	2.2.1
4.	Respond to simple directions. **(Go up/down, turn right/ left.)**	2.2.1, 2.5.4
5.	Read, say, and copy numbers as used on streets and buildings.	2.2.1, 2.5.4
6.	Read basic street signs (STOP, WALK, DON'T WALK, BUS STOP).	2.2.2
7.	Ask the amount of local bus or train fares. ("How much is a bus ticket to _____?")	2.2.4
8.	Describe location using terms north, south, east and west. ("Mexico is south of the United States.")	1.1.3, 2.2.1

UNIT V: COMMUNITY SERVICES AND GOVERNMENT

	Suggested Competencies	CASAS Competency Numbers
1.	Read, say, and dial telephone numbers of emergency service (911).	2.1.0, 2.1.1, 2.1.2, 2.1.8
2.	Report an emergency (by dialing 911) and ask for help (ambulance, police).	2.1.2, 2.5.1
3.	Read common signs and emergency words (DANGER).	2.5.4, 4.3.1
4.	Ask the location of essential service agencies (schools, clinics, hospitals, post office, and social service agencies).	2.5.1, 2.5.3, 2.5.5, 2.5.9
5.	Ask for and purchase stamps. ("Two airmail stamps, please.")	2.4.4
6.	Respond to basic information questions about school enrollment of self and family. **(What school? What grade?)**	0.2.1, 2.5.0, 2.5.5
7.	Respond to simple instructions in interviews and similar situations. **(Sit down.)**	4.1.5
8.	Identify and describe the U.S. flag (give colors, number of stars and stripes).	5.2.1, 5.5.0
9.	Identify and describe the flag of own country, including colors.	5.2.0, 5.5.0, 5.5.1
10.	Recognize/state that the U.S. flag flies on all government buildings in the U.S.	5.5.0
11.	Identify and locate the capital of the U.S. on a U.S. map.	5.5.0, 5.7.3
12.	Identify and locate the state capital on a state map.	5.5.0, 5.7.3
13.	Name the president of the U.S.	5.5.0, 5.5.4
14.	Identify the "Star-Spangled Banner" as the National Anthem.	5.2.1, 5.5.0

UNIT VI: TELEPHONE (Note: Review and reinforce Unit V, *Community Services*, as appropriate.)

Suggested Competencies	CASAS Competency Numbers
1. Read and dial important telephone numbers (911, school, doctor).	2.1.0, 2.1.2, 2.1.8
2. Identify oneself when calling or answering the telephone.	2.1.8
3. Request to speak to someone on the telephone.	2.1.8
4. Express inability to speak English on the telephone.	0.3.1, 2.1.8
5. Use a pay telephone to make a local call.	2.1.6

UNIT VII: HEALTH

Suggested Competencies	CASAS Competency Numbers
1. Identify oneself and one's appointment time or the name of the person to see upon arrival at an office.	3.1.0, 3.1.2
2. State own and others' illnesses or injuries. ("I have a sore throat." "He has a broken arm.")	3.1.1
3. Read time and date for an appointment from an appointment card. (Thursday, December 16, at 3:00 p.m.) (Note: Reinforce *time* from Unit II.)	2.5.10, 3.2.0
4. Identify local public health clinics and/or hospitals. (Note: Review #4 of Unit 5, *Community* .)	2.5.0, 2.5.3, 2.5.1

UNIT VIII: EMPLOYMENT

Suggested Competencies	CASAS Competency Numbers
1. State current job or activity. ("I am a student." "I am a) cook.")	0.1.3, 0.2.1, 4.1.0, 4.1.5
2. State previous job(s) in simple terms. ("I was a truck driver.")	0.1.3, 0.2.1, 4.1.0, 4.1.5
3. State own job skills in simple terms. ("I can fix cars.")	0.1.3, 0.2.1, 4.1.0, 4.1.5

UNIT IX: SHOPPING

Suggested Competencies	CASAS Competency Numbers
1. Read common signs (SALE, IN, OUT, UP, DOWN).	1.2.0, 1.3.7, 2.5.4
2. Read and interpret prices.	1.2.0, 1.2.1
3. Ask the price of food, clothing, or other items in a store. ("How much is this?")	1.2.1, 1.3.3
4. Read signs for store hours (OPEN, CLOSED, SAT. 9 A.M. – 12 P.M.)	1.3.7, 2.5.4

(Note: Review *Time* and *Money* Units, as appropriate.)

LESSON PLANS INCLUDED IN THIS GUIDE

Level	Topic	Topic	Topic	Topic
BEGINNING 1 (Beige)	Personal Identification/ Social Communication: Calendar *(Unit: I)*	Personal Identification/ U.S. Map *(Unit: I)*	Money/ U.S. Presidents *(Unit: III)*	Community Services/ Government *(Unit: V)*
BEGINNING 2-3 (Yellow)		Personal Identification/ U.S. Map *(Unit: I)*	Abraham Lincoln *(Unit: III)*	U.S. School System *(Unit: V)*
INTERMEDIATE (Green)		Personal Identification/ U.S. Map *(Unit: I)*	Abraham Lincoln/ Civil War *(Unit: X)*	Health/ Executive Branch *(Unit: VII)*

Figure 1

ESL/CIVICS LESSON PLAN

LEVEL: Beginning 1 (Orientation; SPL 1; ESL 50; Literacy Level; CASAS A-1; or 1-A in some agencies)	ESTIMATED TIME: 1-1/2 hrs.

UNIT: I

TOPIC: Personal Identification/U.S. Map

COMPETENCIES/OBJECTIVES:

- REVIEW: The student will be able to ask and respond to questions about own name, address, and phone number and request clarification as needed
- NEW: The student will be able to identify and locate on a map the city, state, and country he/she currently lives in and respond to questions about his/her city and state

PREREQUISITES:

- Say, read, and write numbers and letters of the alphabet
- State and spell one's first and last name and street name
- Formulate "What" questions with the verb "to be"

LANGUAGE FOCUS:

Verb *to be* and questions with *Where* and *What*

RESOURCES:

Overhead projector.
Voices of Freedom, Book 1; Molinsky and Bliss; Prentice Hall, Inc. 1989 p. 32. Other attachments.

LESSON SEQUENCE

WARM-UP/REVIEW

(Review of name , address, and telephone number.)

Step 1: Teacher draws grid on chalkboard as follows:

First Name	Last Name	Address	Telephone

Teacher models the activity by asking one student, "What is your first name?" Teacher writes student's answer on grid. Teacher continues modeling questions and filling in grid with information about that student. Teacher models clarification strategies during questioning (e.g., "Please repeat that."; "Please spell that.")

Step 2: Class asks another student the 4 questions. As the student responds, teacher fills in information on the grid on the board.

Step 3: Teacher models paired practice by taking a blank grid on a dittoed paper or by writing a blank grid on the board and asking 3 different students the 4 questions, filling in the grid each time. When students demonstrate comprehension of the task, teacher hands out blank grids to students.

Step 4: Students circulate in the classroom and complete their grids by interviewing 3 classmates. Teacher circulates and assists students as needed.

EVALUATION

Class regroups. Teacher asks, "Who talked to _____?" Students who talked to that student respond. Teacher asks students additional questions, "What is his last name?" or "What is his telephone number?" Student responds with information from his or her grid.

PRESENTATION

Step 1: To introduce concept of city, state, and country, teacher asks several students, "Where are you from? What state? What city?" Teacher asks at least one student from each county in class.

Step 2: Teacher points to map of the United States and models:

I live in the United States. My country is the United States.
I live in California. My state is California.
I live in _____. My city is _____.

Step 3: (Comprehension Check) - Teacher asks students, "What is the name of my city?" Students respond. Teacher asks, "What is the name of my state?" Students respond. Teacher asks, "What is the name of my country?" Students respond.

Step 4: Teacher asks students to respond "city," "state," or "country."

Example: Teacher says "Los Angeles" and students respond "city."
Teacher says "California" and students respond "state."

Step 5: (Dialogue) - Teacher models short dialogue:

A. *Where do you live?*
B. *California*
A. *What city?*
B. _____*?*

Teacher models each line. Students repeat.
Teacher takes role of *A*. Students take role of *B*.
Teacher takes role of *B*. Students take role of *A*.

PRACTICE

Step 1: (Chain Drill) - Teacher asks Student 1 the two questions from the dialogue. Student 1 responds and asks student 2 the two questions. Student 2 responds and asks student 3, etc. Begin chain in several parts of the classroom.

Step 2: (Reading/Writing) - Teacher writes "city," "state," and "country" on the chalkboard. Teacher points to words and says them. Students repeat. Teacher points to word. Students say word. Teacher writes on chalkboard "Sacramento," "California", "United States." Teacher repeats process.

Step 3: Teacher models matching exercise on the chalkboard as follows:

Teacher asks for volunteers to come to board and do matching. Teacher hands out matching exercise worksheet (to be developed by teacher with local city's name). Students match terms by drawing lines appropriately.

For additional practice, teacher hands out Attachment 1. Teacher projects handout 1 on overhead if available or writes handout words (city and state) on the board. Teacher points to words and asks students to read the words. Students complete worksheet. Teacher circulates, observing students.

Step 4: Teacher hands out Attachment 2. Teacher points to the outline of the U.S. and says, "Is this our country or state?" Students respond. Teacher points to state and says, "Is this our country or state?" Students respond. Teacher points to "Name" and asks, "What's his name?" Students respond, "Jose Garcia." Teacher repeats with other terms. Teacher directs students to complete bottom four lines about themselves. Teacher circulates.

EVALUATION

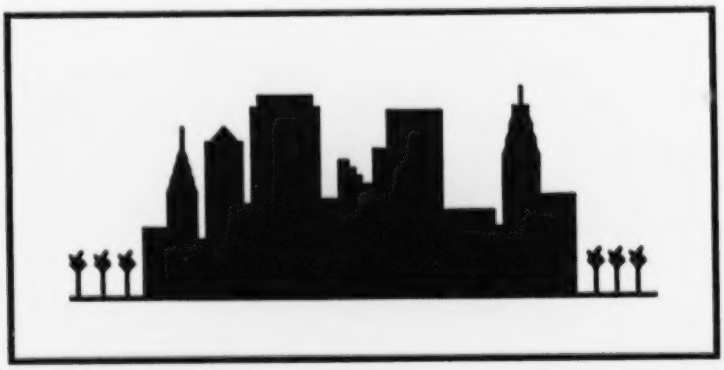
Teacher points to map of U.S. and asks students, "What country do you live in now? What city do you live in now?" Students respond. Teacher says, "Show me." Student comes up and points to city or state on map.

Teacher passes out individual maps (Attachment 3). Teacher has 2 students demonstrate as modeled above. Students practice in pairs as modeled above. Teacher circulates and listens to students.

APPLICATION

Teacher passes out blank form (Attachment 4). Students write in their city and state on the designated lines. Students turn in papers to be checked individually by the teacher.

Attachment 1

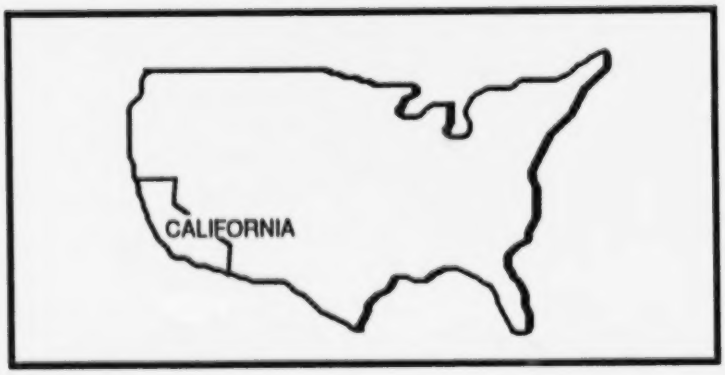


WRITE

CITY: _____

CITY: _____

CITY: _____



WRITE

STATE: _____

STATE: _____

STATE: _____

Attachment 2

NAME: Jose Garcia

ADDRESS: 394 29th St., #4

CITY: Sacramento

STATE: California

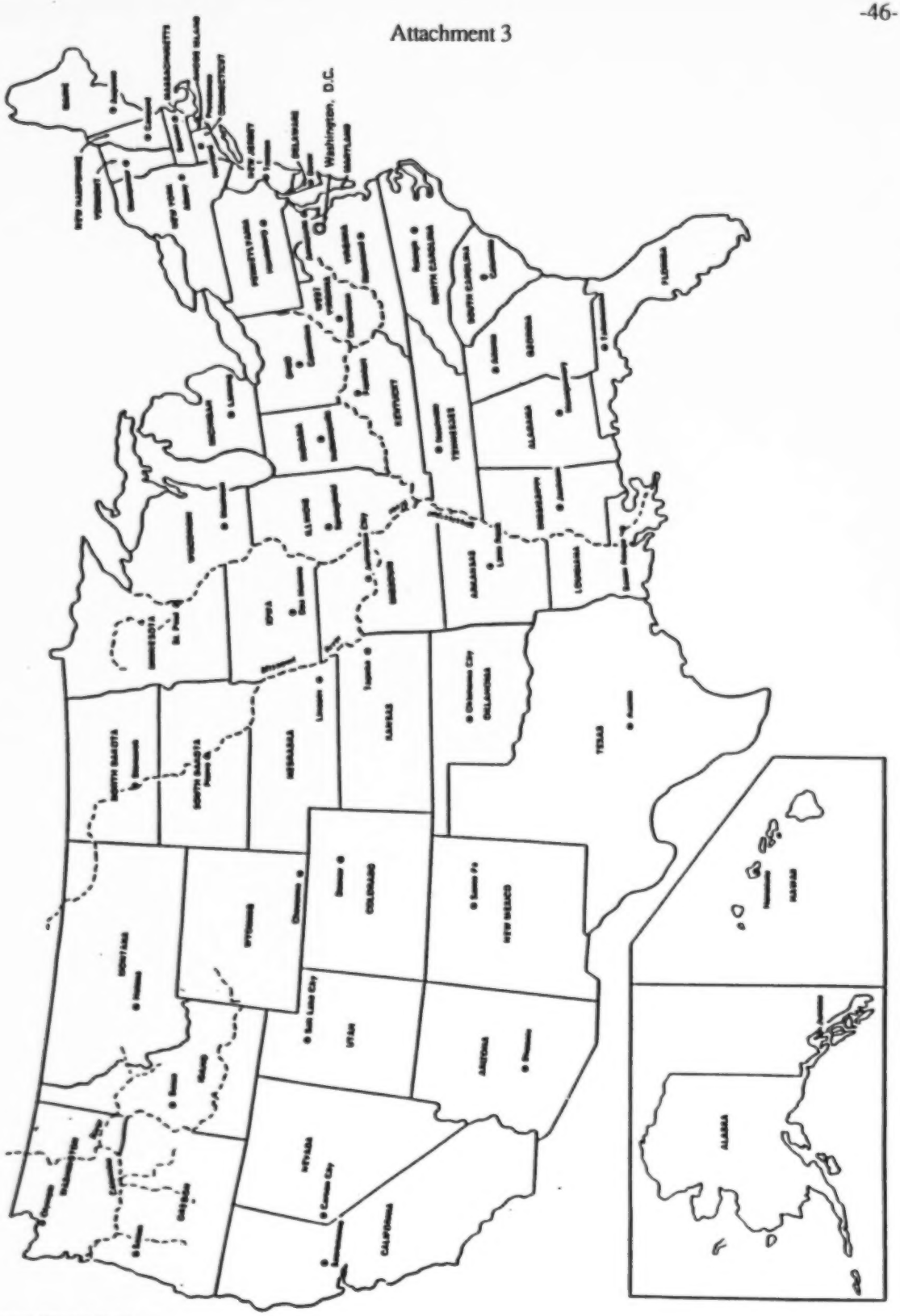
NAME: _____

ADDRESS: _____

CITY: _____

STATE: _____

Attachment 3



Voices of Freedom, Book 1.
Molinsky, Steven J. and Bliss, Bill.
Prentice Hall, Inc. 1989 p. 32.

Personal Identification/U.S. Map (Beg 1)

25

24

Attachment 4

READ. WRITE.

FIRST NAME: _____

MIDDLE NAME: _____

LAST NAME: _____

NUMBER: _____

STREET: _____

CITY: _____

STATE: _____

ZIP CODE: _____

AGE: _____

TELEPHONE NUMBER: _____

SOCIAL SECURITY NUMBER: _____

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